Journal of Educational Media
Contents of Volume 28, 2003

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The Focus of the Journal
The Journal is concerned with the intersection of 'Education' and 'Media'. Both of these terms cover huge areas of research and practice: 'Education', especially with the current emphasis on Lifelong Learning, begins at the cradle, ends at the grave and seems to be applied to any form of learning in between; 'Media' covers the traditional media of print and broadcast television and radio, but has now seamlessly extended through digital broadcasting and into all forms of electronic and computer mediated presentations.

The Journal is therefore concerned with two basic juxtapositions; 'Education *about* Media' and 'Education *through* Media'. The '*about*' aspect further divides into '*about producing*' and '*about interpreting*'. The Journal, then, has three definable audiences: those who produce media, those who facilitate interpreting media and those who teach through media. The Journal is to provide a meeting place for these closely related, but often diverging, interest groups. The *Journal of Educational Media* is a forum through which an interdisciplinary approach to all aspects of Educational Media can be created, shared, augmented and discussed.

The Journal's aim is to stimulate and represent international and interdisciplinary discussion in the field with a particular focus on research contributing to practice and practical experiences with media in education.

JEM favours articles and reviews (including reviews of important developments, conferences and symposia) that are of interest and value in all regions of the world. It welcomes original, balanced and understandable papers informed by, or based upon, grounded theory, industry best practice, personal experience or empirical research. Review papers are expected to develop new codifications or new views of an area.JEM welcomes suggestions for themed special focus issues and guest editors.

Editorial correspondence, including manuscripts for submission, should be addressed to Cathy Lewin, Institute of Education, 799 Wilmslow Road, Didsbury, Manchester M20 2RR, UK; email: C.Lewin@mmu.ac.uk. Detailed notes of guidance for the preparation of manuscripts are given on the inside back cover of this issue.

Books and videotapes for review should be addressed to the Reviews Editor: Martin Gienke, 22 Rutherford Road, Cambridge, CB2 2HH, UK.

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Contents of Volume 28

VOLUME 28 NUMBER 1 MARCH 2003

Editorial 3

Violence and Consolation: September 11th 2001 covered by the Dutch Children's News
JULIETTE H. WALMA VAN DER MOLEN & MARIJN DE VRIES 5

Synergy between Audio Commentary and Visuals in Multimedia Packages
JACK KOUMI 20

ICT in Supporting Collaborative Learning: pedagogy and practice
PAT JEFFERIES 35

Towards Self-regulation in Web-based Learning
HANNELE NIEMI, ANNE NEVGI & PAIVI VIRTANEN 49

Book Reviews 73

Educational Media in Print 77

VOLUME 28 NUMBERS 2–3 DECEMBER 2003

Special Issue: Blended Learning: blending the issues and concerns of staff and students

Editorial 99

A Didactical Framework for the Design of Blended Learning Arrangements
MICHAEL KERRES & CLAUDIA DE WITT 101

A Conceptual Framework to Design and Support Self-directed Learning in a Blended Learning Programme. A Case Study: the DES-TEF
BRIGITTE DENIS 115

New Approaches to Supporting Students: strategies for blended learning in distance and campus-based environments
JANET MACDONALD & ERICA MCATEER 129

Decision-making in Construction of Courses Combining Classroom-based and Internet-based Learning and Teaching Strategies in Mathematics Teachers' Education
MARITA BARABASH, RAISA GUBERMAN-GLEBOV & RACHEL BARUCH 147

Using Blended Learning to Improve Student Success Rates in Learning to Program
TOM BOYLE, CLAIRE BRADLEY, PETER CHALK, RAY JONES & POPPY PICKARD 165

The Impact of Blended Learning on Student Outcomes: is there room on the horse for two?
J. MITCHEL O'TOOLE & DOUGLAS J. ABSALOM 179

Advantages and Problems in Using ICT to Support the Teaching of a Multi-institutional Computer Ethics Course
PAT JEFFERIES, FRANCES GRODZINSKY & JOE GRIFFIN 191

Individual Differences in Sense of Classroom Community in a Blended Learning Environment
MARTIN GRAFF 203

Blended Learning as a Strategy to Improve Collaborative Task Performance
KARIN SCHWEIZER, MANUELA PAECHTER & BERND WEIDENMANN 211

Blending by Blogging: weblogs in blended learning initiatives
JO ANN ORAVEC 225

Implications for Education: copyrights
DENISE AVERILL 235

Book Reviews 241

Educational Media in Print 243

Title page and Contents of Volume 28, 2003 255